

<b>Substance Abuse and Misuse Prevention</b>		
Essential Learning	Knowledge Expectations	Skill Expectations
<b>Kindergarten</b>		
1. Medication Safety	Identify how pills, lotions, or other's medications may be harmful if intentionally inhaled, ingested, or absorbed	Identify how family influences medication safety and adherence (i.e. taking medicine as prescribed by a healthcare provider).
2. Alcohol, nicotine, and marijuana use prevention for self and others.	Differentiate between candy or other household substances and medications.	Identify trusted adults at home, school, and community who can help with taking prescription and over-the counter medications.
3. Illegal drug use prevention for self and others.	Describe the importance of adult supervision of medication use.	Demonstrate effective refusal skills, including firmly saying "no" and going to a safe place, and tell a trusted adult, when offered medicine or other drugs by someone other than a parent/guardian or health professional (guardian has to give permission for anyone else). No, Go, Tell.
	Describe the procedure for identification and disposal of unknown substances. (i.e., leave it and get get an adult if needles/medications are found outside)	Identify trusted adults at home, school, and the community who can help prevent tobacco use.
	Identify a variety of tobacco products (e.g. cigarettes, cigars, electronic cigarettes, vaping products, heated tobacco products, smokeless tobacco.)	Identify how family and culture influence a decision to be tobacco free.
	Identify short and long term health effects of using tobacco.	
	Describe the benefits of not using tobacco.	
	Identify short and long term health effects of secondhand smoke and vape aerosol.	
<b>First Grade</b>		
1. Medication Safety	Identify how pills, lotions, or other's medications may be harmful if intentionally inhaled, ingested, or absorbed	Identify trusted adults at home, school, and community who can help with taking prescription and over-the counter medications.
2. Alcohol, nicotine, and marijuana use prevention for self and others.	Differentiate between candy or other household substances and medications.	Demonstrate effective refusal skills, including firmly saying "no" and going to a safe place, and tell a trusted adult, when offered medicine or other drugs by someone other than a parent/guardian or health professional (guardian has to give permission for anyone else). No, Go, Tell.
3. Illegal drug use prevention for self and others.	Describe the importance of adult supervision of medication use.	Identify trusted adults at home, school, and the community who can help prevent tobacco use.
	Describe the procedure for identification and disposal of unknown substances. (i.e., leave it and get get an adult if needles/medications are found outside)	Identify how family and culture influence a decision to be tobacco free.
	Identify a variety of tobacco products (e.g. cigarettes, cigars, electronic cigarettes, vaping products, heated tobacco products, smokeless tobacco.)	
	Identify short and long term health effects of using tobacco products.	
	Describe the benefits of not using tobacco.	
	Identify family rules about avoiding tobacco use.	
	Identify short and long term health effects of secondhand smoke and vape aerosol.	
<b>Second Grade</b>		
1. Medication Safety	Identify how household products are harmful if intentionally inhaled, ingested, or absorbed	Identify how media and technology can influence medication safety and adherence.

2. Alcohol, nicotine, and marijuana use prevention for self and others.	Describe the importance of adult supervision of medication use.	Demonstrate effective refusal skills, including firmly saying "no" and going to a safe place, and tell a trusted adult, when offered medicine or other drugs by someone other than a parent/guardian or health professional (guardian has to give permission for anyone else). No, Go, Tell.
3. Illegal drug use prevention for self and others.	Explain the harmful effects of medications when used incorrectly.	Identify how family, peers, or media influence a decision to not use over-the-counter and prescription medications in unsafe ways.
	Differentiate between helpful medications (e.g. acetaminophen, antibiotics) and harmful drugs (alcohol, nicotine).	Identify how family and culture influence a decision to be tobacco free.
	Identify a variety of tobacco products (e.g. cigarettes, cigars, electronic cigarettes, vaping products, heated tobacco products, smokeless tobacco.)	Make requests to others (e.g. family members) to avoid exposure to secondhand smoke.
	Identify short and long term health effects of using tobacco products.	
	Describe the benefits of not using tobacco.	
	Identify family rules about avoiding tobacco use.	
	Identify short and long term health effects of secondhand smoke and vape aerosol.	
	Identify places where exposure to secondhand smoke and aerosol occurs.	
<b>Third Grade</b>	<b>Third Grade</b>	<b>Third Grade</b>
1. Medication Safety	Define over-the-counter medication and prescription medication and explain the difference between these and illicit drugs.	Demonstrate effective verbal and nonverbal communication skills to avoid taking someone else's prescription medication.
2. Alcohol, nicotine, and marijuana use prevention for self and others.	Explain the benefits of medications when used correctly.	Identify situations which need a decision related to alcohol- and other drug-use prevention.
3. Illegal drug use prevention for self and others.	Describe potential risks associated with inappropriate use of over-the counter medications and prescription medications.	Describe practices and behaviors that prevent alcohol use, avoid taking others' prescription medication, or avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.
	Describe the importance of not sharing medications, and describe the importance of not sharing medications.	Demonstrate effective verbal and nonverbal communication skills to avoid exposure to secondhand smoke.
	Identify the risks associated with alcohol and marijuana use.	Decide when help is needed and when it is not needed to make a decision related to tobacco use.
	Identify family, school, and community rules about tobacco, alcohol, and other drug-use.	
	Identify short- and long-term health effects of using tobacco products, including e-cigarettes or vaping products and the benefits of abstaining from, or discontinuing use of these products.	
	Identify short- and long-term health effects of being exposed to secondhand smoke and vape aerosol.	
	Explain that alcohol abuse and tobacco can be addictions that can be treated.	
	Describe how to support family and friends who are trying to stop using tobacco.	
<b>Fourth Grade</b>	<b>Fourth Grade</b>	<b>Fourth Grade</b>
1. Medication Safety	Describe the differences of over-the-counter medication, prescription medication, and illicit drugs.	Identify options and their potential outcomes when making a decision related to alcohol- and other drug-use.

2. Alcohol, nicotine, and marijuana use prevention for self and others.	Explain the benefits of medications when used correctly (i.e., not sharing medications).	Describe practices and behaviors that prevent alcohol use, avoid taking others' prescription medication, or avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.
3. Illegal drug use prevention for self and others.	Describe potential risks associated with inappropriate use of over-the counter medications and prescription medications.	Give factual information about the benefits of being alcohol- and other drug-free.
	Identify the risks associated with alcohol and marijuana use.	Describe how peers, family and culture influence tobacco-related practices and behaviors.
	Identify family, school, and community rules about tobacco, alcohol, and other drug-use.	Give factual information on the respiratory system and connect the benefits of being tobacco free.
	Describe the benefits of abstaining from or discontinuing tobacco use.	
	Identify short- and long-term health effects of being exposed to secondhand smoke and vape aerosol.	
	Explain that alcohol abuse and tobacco can be addictions that can be treated.	
	Describe how to support family and friends who are trying to stop using tobacco.	
<b>Fifth Grade</b>	<b>Fifth Grade</b>	<b>Fifth Grade</b>
1. Medication Safety	Describe the differences of over-the-counter medication, prescription medication, and illicit drugs.	Describe how peers influence practices and behaviors related to alcohol use.
2. Alcohol, nicotine, and marijuana use prevention for self and others.	Explain the benefits of medications when used correctly (i.e., not sharing medications).	Identify options and their potential outcomes when making a decision related to alcohol- and other drug-use.
3. Illegal drug use prevention for self and others.	Describe potential risks associated with inappropriate use of over-the counter medications and prescription medications.	Set a realistic goal and identify resources that can help you achieve a personal goal to be alcohol- and drug free.
	Identify the risks associated with alcohol and marijuana use.	Describe how media and technology influence-use practices and behaviors.
	Identify family, school, and community rules about tobacco, alcohol, and other drug-use.	Describe how peers influence tobacco-related practices and behaviors.
	Identify short- and long-term health effects of using tobacco products, including e-cigarettes or vaping products and the benefits of abstaining from, or discontinuing use of these products.	Demonstrate effective peer resistance skills to prevent tobacco use.
	Explain the dangers of experimenting with tobacco.	Identify options and their potential outcomes when making a decision related to tobacco use.
	Explain that alcohol abuse and tobacco can be addictions that can be treated.	
	Describe how to support family and friends who are trying to stop using tobacco.	